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ABSTRACT

The fourth part of a four-year K-12 curriculum guide project for teaching writing, this guide deals with the literary aim (or purpose) for creating composition--which challenges the individual to develop a creative style found in the novel, short story, drama, or poem, and which encompasses both fiction and nonfiction. The preface explains that the four purposes for creating composition--literary, informative, expressive, and persuasive--are based on James L. Kinneavy's "A Theory of Discourse, Aims and Audiences in Writing" and "Writing--Basic Modes of Organization." The guide is organized in two parts, with the first providing a matrix arrangement of ideas for lessons using the literary aim in a variety of modes (description, narration, evaluation, and classification). The matrix is divided according to educational level: elementary (K-6) and secondary (7-12). The second part contains expanded lesson plans for using the literary aim in each mode. (EL)

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A Writing Curriculum: K-12

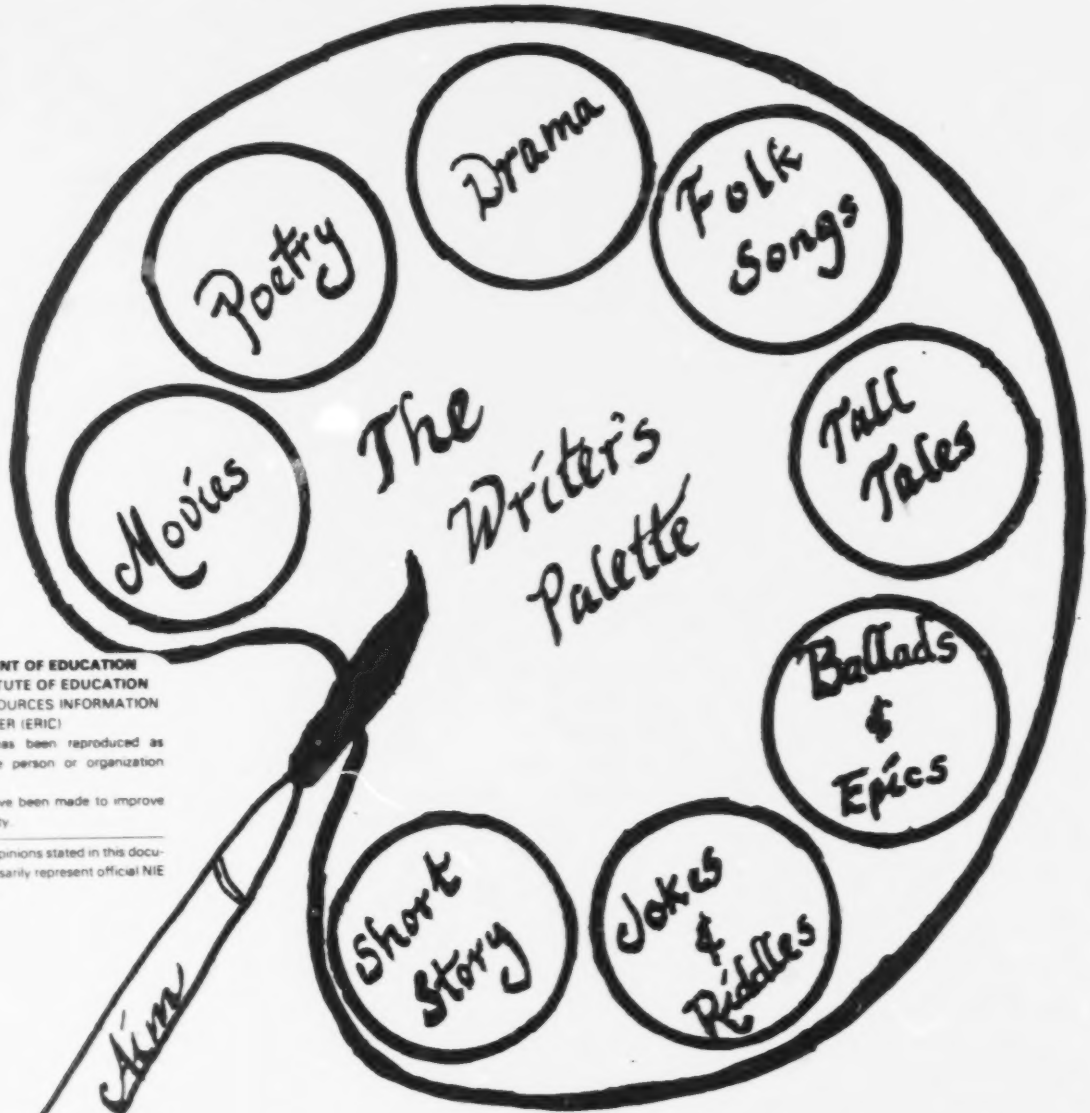

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Table of Contents

	Page
Introduction	i
Figure 1	iii
Figure 2	iv
Preface	v
Matrix of Writing Activities	1
K-6	1
7-12	4
Expanded Activities	8
Bibliography	36

Contributing Teachers

Jeanne Black, Austin Independent School District--5th Grade
Joan Hickman, Austin Independent School District--5th Grade
Emily Hutchison, Austin Independent School District--Junior High School
Janice Lindstrom, Round Rock Independent School District--Third Grade
Mary Macina, Austin Independent School District--Junior High School
Sharon McKinney, Austin Independent School District--Kindergarten
Ellin D. McShea, Austin Independent School District--1st Grade
Linda Miller, Lake Travis Independent School District--Junior High School
Craig Russell, Eanes Independent School District--Junior High School
Nancy Sawyer, Round Rock Independent School District, 4th Grade
Gary Smith, Hays Consolidated Independent School District--High School
Kathleen Stegall, Austin Independent School District--2nd Grade

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Introduction

During the past four years, a number of participants in the Texas Hill Country Writing Project have chosen to combine their experience and knowledge to compile a K-12 curriculum guide for teaching writing. Based on Dr. James Kinneavy's model of rhetoric, the Essential Elements emphasized by the Texas Education Agency, and the demands of the Texas Educational Assessment of Minimum Skills (TEAMS), the guide has concentrated on one aim of composition in all four modes (See figures 1 and 2). Though the THCWP has provided individual curriculum guides for the four aims, persuasive, 1982; informative, 1983; expressive 1984; and this year, literary, 1985, we envision all four guides placed together to comprise a comprehensive program for teaching composition from kindergarten through twelfth grade. We prefer not four separate guides -- one for each aim -- but one integrated guide including all the aims, modes, or purposes and forms, available to the versatile communicator. (Hopefully, subsequent participants can revise, expand, improve and update these curricula.)

This year's group is to be commended for embracing the literary aim as the focus for their guide. As stated in the preface, literary writing is difficult to evaluate according to traditional grade-based standards, though, as implied by Kinneavy's model (figure 1), it is at the apex of written language. Because literary writing has a more general audience than other forms of writing and because it is often synonymous with ART, teachers and students have tended to view it as elective, creative, supplemental, beyond reach, or simply inappropriate for serious classroom study unless produced by recognized authors.

However, the THCWP considers literary writing to be an equal quarter of the whole of composition -- an attainable, teachable, learnable aim of writing. In the spirit of the National Writing Project, we see our purposes as meeting not only the needs of teachers and school children in the State of Texas, but also as reflecting the best of composition instruction as defined by the National Council of Teachers of English as well as the National Writing Project. Therefore, our curriculum guides are based on current research, sound theory, and proven instructional techniques. The NCTE articulates its position through a document approved in 1982 called "Essentials of English." In the section discussing writing the document states:

"Students should

- learn to write clearly and honestly;
- recognize that writing is a way to learn and develop personally as well as a way to communicate with others;
- learn ways to generate ideas for writing, to select and arrange them, to find appropriate modes for expressing them, and to evaluate and revise what they have written;

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- learn to adapt expression to various audiences;

- learn the techniques of writing for appealing to others and persuading them;

- develop their talents for creative and imaginative expression;

- recognize that precision in punctuation, capitalization, spelling, and other elements of manuscript form is a part of the total effectiveness of writing."

In other words, all aims of writing, not only informative and persuasive, have a legitimate place in the school curriculum.

One word of caution worth repeating throughout this guide: the lessons, suggestions, techniques and materials included herein are meant to be accepted as sound possibilities needing adaptation, exclusion, inclusion, acceptance according to the unique needs of groups of students and objectives of individual teachers. No guide should be intended as a map requiring absolute devotion to deliver the traveller to a predestined location. Students do not learn and teachers cannot teach according to that analogy. We intend for this guide to be a place to begin to provide examples to serve as modules for producing successful writers and effective communicators among today's school population. As Rudyard Kipling said: "Words are the most powerful drug used by mankind." Powerful literary writing has been credited with inciting wars, changing society,* and forever affecting individual lives. As educators, we need to prepare our students to work successfully with such power.

- Susan Bennett
Director - Texas Hill Country
Writing Project

*e.g. Uncle Tom's Cabin; The Jungle, et al.

Figure 1

The Major Aims of Writing

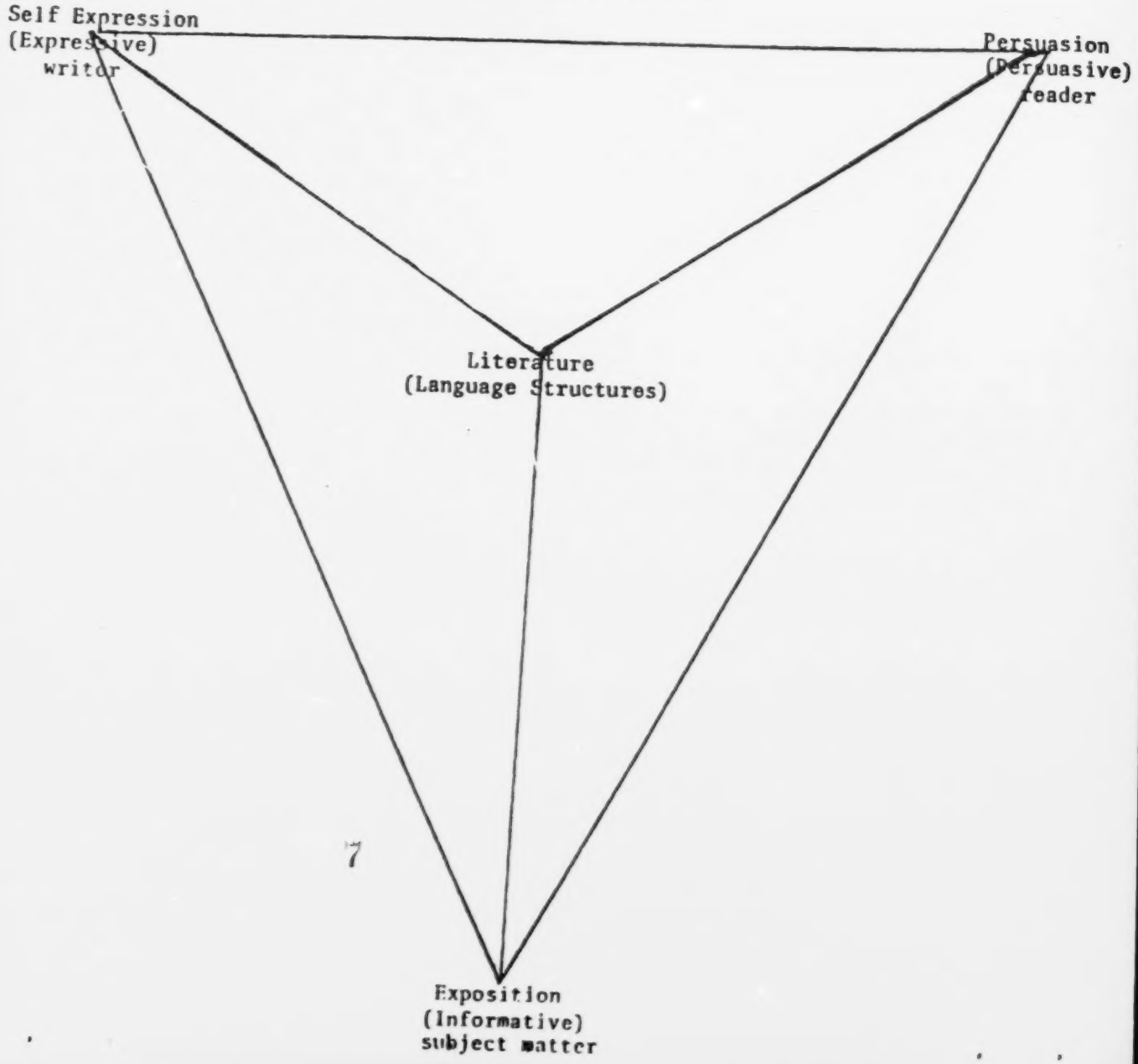

Figure 2

A MATRIX OF AIMS AND MODES OF WRITING/THE WRITING PROJECT

	Modes			
	Description	Narration	Evaluation	Classification
Expressive	Describe the preparations a teenager must make for a Saturday night date, or before a crucial football game or music or debate contest.	Detail the process of preparing to take a standardized test such as the SAT.	Evaluate the various options available to teenagers for weekend dates - movies, clubs, restaurants, parties, etc.	Interview a college student and write an article comparing the amount of homework in college to the amount of homework in high school.
Persuasive	Describe the process of computer programming and explain why an individual should learn how to program a computer.	Write a parable which supports or opposes use of a strict attendance policy.	Evaluate the specifics of the weighted grading program and argue for or against its implementation.	Explain why you should take one elective instead of another or why you chose to attend one college instead of another.
Informative	Describe the procedures for gaining college admission.	Write a narrative chronology of a typical student's day in your school.	Assess the strengths and weaknesses of your textbooks in a course.	Write a news story explaining the differences between academic courses and electives.
Literary	Describe in poetic form an object encountered in your everyday life. Example: Poem by Gerald Raftery*	Write a dialogue with yourself detailing the solutions to a difficult problem. Example: Hamlet's "To Be or Not To Be" speech.	Write a short story using the advantages and/or disadvantages of your community as the setting. Example: Sinclair Lewis' novel Main Street.	Write a series of character sketches in poetry or prose classifying different categories of people. Example: E.L. Masters' Spoon River Anthology

*"Apartment House"

A filing-cabinet of human lives
Where people swarm like bees in tunneled hives,
Each to his own cell in the towered comb,
Identical and cramped--we call it home.
--Gerald Raftery

(Note: These topics are examples only. Students and teachers should generate their own topics which fit into the aims/modes matrix.)

PREFACE

In recent years, Dr. James L. Kinneavy has been acclaimed for his study of the organization of writing. His books, A Theory of Discourse, Aims and Audiences in Writing, and Writing - Basic Modes of Organization, describe the purposes and methods for writing, as well as the groups or audiences at whom the writing is directed. The purposes or aims address the reasons for creating composition and are divided into four categories: literary, informative, expressive, and persuasive. The modes or methods used to develop these aims are designated as descriptive, narrative, evaluative, or classificatory. Since all discourse, whether oral or written, involves both a presenter and an audience, Kinneavy emphasizes that these aims and modes should be geared toward the specific group for whom they are intended. Writing, therefore, to be of value, must have a pre-determined purpose, a classified method, and a defined audience.

In keeping with Dr. Kinneavy's guidelines, which have been employed as a basis for the Texas Educational Assessment of Minimum Skills (TEAMS) and adopted by the Texas Education Agency, the Texas Hill Country Writing Project has developed this curriculum guide (1985) for literary writing. The literary aim challenges the individual to develop a creative style found in the novel, short story, drama, poem, ballad, etc. With perhaps the largest of audiences for any of the four aims, literary writing encompasses both fiction and non-fiction, ranging in variety from a simple joke to a complex epic.

In this guide we have attempted to provide lesson plans using each mode in the literary aim. We found that although we could identify activities for each mode to be used with the literary aim, some modes lent themselves to that aim more readily.

Many written products employing the literary aim are narrative in nature. Stories are narrative because of the sequence of events used in writing them, and literary because they are a product of the writer's imagination. Plays, movie scripts and ballads all fulfill criteria of the literary aim and the narrative mode.

Poems of all kinds can be both in the descriptive mode and the literary aim.

It is more difficult to fit the literary aim to the classificative and evaluative modes. In the classificative mode, an attempt should be made to define, categorize or compare characteristics. Stories, poems or plays that compare the present with the future are types of writing that fit the literary aim in the classificative mode.

Most difficult was the task of tailoring the evaluative mode to the literary aim. In the evaluative mode, a value is judged against a standard. Fables and allegories are examples of the evaluative mode in the literary aim.

This guide is in two parts. The first part is a matrix arrangment of ideas for lessons using the literary aim in a variety of modes. The second part has expanded lesson plans for using the literary aim in each mode.

The matrix is divided into two parts, elementary (K-6) and secondary (7-12). The part for K-6 is set up in categories that will fit into various units the class would be studying. None of the activities has a grade level indicated, but are arranged in order, beginning with those designed for kindergarten and continuing upward to those designed for 6th grade. It was felt that most of the activities would be suitable for one or more grade levels so no designation was made.

The secondary matrix is not arranged thematically; however, it does include activities appropriate for grades 7 through 12 in that order.

The lesson plans in the second part of the curriculum guide are expanded and give detailed objectives, procedures, and materials. Each begins with an objective, and follows with the materials needed and the procedures for pre-writing, writing, editing and evaluating. In addition to plans for the main lesson, ideas are given for spin-off activities, plans using the same theme with other modes in the literary aim, and activities in other aims. We intend for these "lesson plans" to model ways in which the other ideas in the matrix can be expanded and developed into effective and sound instruction.

Methods for evaluation of the writing vary greatly in the expanded lesson plans because the various committee members reflect many philosophies and personalities. We suggest that you read through several methods of evaluation suggested in different lesson plans to find the one that best fits your style and needs. Judging writing in which the aesthetic value of the words is tantamount can be difficult. What is aesthetically pleasing to one person is not necessarily pleasing to another.

Although the curriculum guide committee felt strongly that each writing assignment should have a definite audience, none of the lessons included here have indicated one. The committee felt the individual classroom teacher was a better judge of what audience would fit his/her plans and class best.

MODES

Literary Aim	Description	Narration	Evaluation	Classification
	Draw a picture of a Gingerbread Man and describe it.	Tell where you would go and what you would do if you were the Gingerbread Man. This could be written as a riddle.	Tell how you feel about the actions of the Gingerbread Man. What would you have done if you had been the Gingerbread Man. Why?	Think of various kinds of foods, then retell the story with a different food character.
Balloons	Let each student describe how it would feel to have a balloon follow them to school.	Write a poem about where the students would go if they could fly.	Decide why the balloon followed the boy in the film, The Red Balloon.	Compare the neighborhood in the film with the neighborhood around your school.
Folktale: Little Red Riding Hood	Compose simple word cinquains for each story character.	Write original story variations.	Develop lyrics of a ballad detailing rules for a child walking alone.	Write a poem comparing the Wolf-Grandmother to the Real-Grandmother.
Folktale: The Three Bears	Create a newspaper interview with the Three Bears Family describing what they saw and how chey felt after Goldilock's intrusion.	Brainstorm for all story events. Sequence all brainstorm phrases and sentences. Create a melody and sing the "Ballad of the Three Bears."	Dramatize what might have happened if the Bears had caught Goldilocks. Determine whether the Bears would punish or warn her. Record dialogue on a chart.	Develop riddles to describe the story characters.
Hats	Write a riddle describing what kind of hat you would like to be and why.	Interview a hat. Find out who its owner was, where and when it lived and any interesting experiences that it had.	Read The 500 Hats of Bartholomew Cubbins by Dr. Seuss. Write in journal form the advantages and/or disadvantages of having so many hats.	Design a hat of the future. Compare it to the hats of today.
Folktale Heroes	Write a riddle describing a folktale hero.	Write an interview with Johnny Appleseed or some other folktale hero.	Using journal format, write about good deeds Johnny Appleseed would do if he lived in Austin today.	Compare and contrast the characteristics of a folktale hero to a TV hero.

MODES

(cont'd)	Description	Narration	Evaluation	Classification
Rain	Compose a Haiku that tells about the sound of rain.	Write a story of a raindrop's trip to the sea.	Create a fable about the dangers of playing in mud puddles.	Tell a story about two seeds that receive different amounts of rain.
Indians	Imagine you're a Tonkawa Indian. Describe your house and draw a picture of it.	Make a booklet of Indian stories that might have been told around the campfire.	Write a story that an Indian father might have told his children to get them to behave.	Tell how your life would be different if a mysterious medicine man changes you into an Indian child.
Antonyms	Dramatize opposite behaviours of the same character.	Write a "reverse" story beginning at the end using antonyms.	Write a comparison of two children, good and bad, using antonyms to describe their characteristics.	Write a parallel poem (see example) using antonyms.
Trees	Compose a ballad of the life of Tissie the Telephone Pole, from beginning to end.	Pretend you are Tissie the Telephone Pole: Tell the story of your life, what you see, hear, feel and do.	Write a story as to why one tree is picked over all others as a telephone pole.	Pretend you are a tree applying for the job of a telephone pole. State your qualifications.
Thoughts	Compose a free verse or rhyming verse poem describing an individual's thoughts.	Write a short story about a world where the characters only communicate by thought waves.	Draw a cartoon picture where the characters say one thing but think another.	Rewrite Little Red Riding Hood or any other good/bad story so that the villainous looking character has good thoughts and behaviour and the innocent characters are villainous in thought and deed.
Birds	Compose a poem describing your favorite bird.	Create a fantasy about your pet canary that has magical powers.	Develop an interview with a famous ornithologist who discusses the threat of extinction for some birds.	Compare and contrast Harry the Hawk and Susie the Songbird.
Nutrition	Pretend you are a newspaper reporter and write an article about a new food source that has been discovered that will solve world hunger.	Write a story pretending you can eat anything you want for one week anywhere in the world.	Use a tall tale format to determine why a person who always eats nutritious food becomes a hero/heroine.	Write a story of a world traveller who compares food from different cultures.

MODES

	Description	Narration	Evaluation	Classification
Tennis Shoes	Develop a limerick describing a tennis shoe.	Students will write a short story about the first day's adventures in the life of a tennis shoe purchased by a well known sports or entertainment personality. Pupils must include the day's events from the time of purchase until the shoe is taken off at night.	Compose a poem telling the advantages of a tennis shoe belonging to a kind owner.	Create a story comparing/contrasting the events in the life of a tennis shoe whose owner lives in a different country.
Tennis Shoes cont'd.	Describe the life story of a tennis shoe in poetic form.	Write a dialogue between the tennis shoe and its owner.	Pretend you are a tennis shoe and assess the best treatment you have received from your many owners.	State the advantages and disadvantages of the tennis shoes today with those in the year 2000.
Cats	Compose a haiku describing your cat or a cat you know.	Write a ballad portraying the nine lives of a cat.	Write a short story on why you think a cat would be a good influence on a family.	Write a tall tale that includes good and bad felines.

MODES

Description	Narration	Evaluation	Classification
Using a straw, blow a dot of ink randomly around a sheet of paper. Compose a haiku describing what you see.	Write the lyrics to a modern ballad. Use a recent newsworthy event set to the melody of a well-known ballad.	Dramatize an imaginary T.V. interview between Mahatma Gandhi, Henry David Thoreau, and Martin Luther King, Jr.	Write a fable demonstrating that goodness triumphs over evil.
View a set of pictures. Describe the character of the person(s) including social, emotional, and physical characteristics.	Create a new animal by making a collage of parts of recognizable animals. Then write a story using the composite animal as a main character.	Write a play showing how a group of eleven people decide to exclude five people from a bomb shelter because of food and oxygen limitations.	Write a diamante after listening to two opposite styles of music.
Listen to a recording of environmental sounds. Write a poem describing the sounds using words.	View a collection of cartoon strip frames without captions. Select 5 and arrange in a logical order. Write your own captions.		
	Video tape a melodrama. Show to class. Or make a silent video tape and have class write the dialogue.		
Describe the Globe Theater.	Write a short modern play using "Romeo and Juliet" as the model.	Read "Romeo and Juliet." Evaluate their final actions. What would you have done if you had been Romeo and Juliet?	Compare and contrast 3 similarities and differences in the plays "Romeo and Juliet" and "West Side Story".
Read "Diary of Anne Frank" and describe the setting of their hiding place.	Using a diary style, tell a story of an ordinary day in a situation similar to the Frank family's.	Evaluate the effects of stress on the Frank family and Van Daan family.	Compare and contrast the character traits of Anne and Margot Frank in "The Diary of Anne Frank."

-4-

18

19

MODES

Description	Narration	Evaluation	Classification
Read "The Glass Menagerie" and describe Tom's job. Include his hopes, dreams and frustrations.	Write an additional scene to "The Glass Menagerie" telling of Tom's life after he left his job and family.	Decide why the playwright chose to let Tom tell the story in "The Glass Menagerie."	Compare and contrast Tom's hopes and dreams with his actual situation in life.
		Evaluate an author's use of setting to convey his/her main theme. For example, Jack London's use of setting in "All Gold Canyon."	Using "All Gold Canyon" by Jack London, contrast the details describing the initial scene with the setting after the main character is introduced to the story.
Write an acrostic describing loneliness using those letters as the beginning of each line.	Write a script for a 3-5 minute dramatic dialogue showing a scene from one of the Greek myths we have studied.	Using the novel, To Kill A Mockingbird, evaluate the pros and cons of Boo Radley's private lifestyle.	Divide twelve poems into four groups according to their mood. Support your decision for each classification with two words from the poem that indicates the mood.
As the sole survivor, describe what Austin would look like after a nuclear bomb.	Write a short story about the life of a dollar bill.	Write a poem describing benefits and disadvantages of money.	Compare and contrast Shakepeare's Lady Macbeth and a modern-day television villainess.
Write at least three cut-down jokes describing a rival school's students.	Write a short episode summary of a possible first fall episode of "Dallas," "Dynasty," or other similar television series.	Compose lyrics to a song that evaluate the pressures of being a teenager.	
Write a poem or short story describing the thoughts and activities of a day in the life of an elderly person.			

MODES

Description	Narration	Evaluation	Classification
Write the opening paragraph of a murder mystery short story which describes the setting. Establish time, place and mood by careful use of descriptive words.	Investigate the explosion of the Hindenberg. Pretend you are a ground observer. Write a ballad about the crash you witness.	Evaluate the need for increasing or decreasing the number of school electives. Write a dialogue in which two characters discuss the pros and cons of each side of the issue.	Create a radio melodrama which includes an evil villain and a hero or a heroine.
Close your eyes and feel an object which has been placed in your hand. Write a haiku that describes how the object feels.	Look at your shoe. Write a short story about a day in the life of your shoe from the time you put it on until you take it off.	Determine the qualities people think stereotypical Texans have. Write an essay evaluating how these stereotypes hurt or enhance the Texan image.	Classify a group of sonnets according to theme. Choose one of the themes and compose an original sonnet on that theme.
Look at a picture of a person. Write a rhyming poem descriging that person's appearance.	Write a journal entry of a fictional young person's journey to the New World aboard the Mayflower.		Write an essay comparing the use of humor in a series of political cartoons and a satirical story.
Describe, in poetic form, an event experienced in daily life; for example, a sunset, a common ritual, a leisure time activity.	View a painting that depicts an historical event. Choose an anonymous character and write his story. Include how he became involved in the scene and what resulted from his activity.	Discuss the positive and negative aspects of a controversial issue such as nuclear power, urban growth, or the effects of T.V. on society. Write a drama in which these views are expressed.	Compare the lifestyle of a fictional American with that of a Soviet. Write a parody showing the contrasting values of each individual.
Write a short story involving an individual who possesses a strong view about a subject. Describe his characteristics, both physical and emotional, as he expresses these views.	Discuss methods of evoking humor such as irony, satire, understatement, exaggeration, etc. Write a joke using one of these methods as the basis for a punch line.	Determine what is necessary for a comfortable existence in a world devoid of modern conveniences. Create a short story about the last inhabitant of a planet who must learn to live without the "extras."	Discuss heroes in literature. Categorize those qualities important to a hero and create a new one, writing a poem in epic form that reveals these traits.

-9-

MODES

Description	Narration	Evaluation	Classification
Read a current event article in the newspaper about a controversial personality. Write a parody, in Thurber style, describing the personality.	Read a story of suspense with a surprise ending, "The Occurrence at Owl Creek Bridge " or example. Write a narrative about a fictional character facing a life or death situation.	Evaluate the discipline system in American schools. Creating a fictional character from a foreign country, write a play for T.V. about his problems adjusting to a new set of rules.	Identify the characteristics of an antagonist. Write a play which clearly contrasts his negative points with the positive ones of a protagonist.
Listen to a poem read aloud such as "The Highwayman" by Alfred Noyes. Using vivid images, describe a character from the past in poetic or narrative form.	Study a ballad like "Barbara Allan." Select a modern character and tell his story in ballad form, using vivid imagery.	List the criteria for a job applicant. Write a limerick about a person who falls short of meeting the criteria for obvious reasons.	Visualize an imaginary world containing a completely different set of organisms. Classify them as to types, illustrate them, then write a story about this unfamiliar setting.

ACTIVITY FOR THE LITERARY AIM - DESCRIPTION

I. Objective

The student will be able to describe the destiny of a balloon that has drifted away.

II. Materials

A. Teacher

1. Film - The Red Balloon
2. Poem - "My Balloon"
3. Inflated balloons
4. Construction paper
5. Balloon patterns (optional)

B. Student

1. Pencil
2. Scissors

III. Procedures

A. Pre-writing/Planning/Motivational Activities

1. Read the poem "My Balloon" to the class

My Balloon

Here I have a new balloon
Help me while I blow;
Small at first, then bigger, bigger
Watch it grow and grow.
Do you think its big enough?
Maybe I should stop;
For if I give another blow,
It will surely POP!

-Author Unknown

2. Give each child an inflated balloon to examine.

3. Let each student make up a story about blowing the balloon too big.

4. Show the film The Red Balloon. Let each student describe how it would feel to have a balloon follow them to school.

B. Writing

1. Each child will draw or trace a balloon shape on a piece of construction paper. The student will cut out the balloon.

2. Each student will then describe orally where his/her balloon would go if it slipped out of his/her hand. The teacher records the stories on a chart.

C. Editing/Revising/Rewriting

1. The teacher will have the student revise the story that was written on the chart. This is optional.

2. The teacher will copy the revised story onto the child's paper balloon.

IV. Evaluation

The teacher will put the paper balloons together in book form.

V. Extension Activities

A. Spin-offs

1. Let each child step on a real balloon until it pops.
The student will describe the popping sound of the balloon.

2. The student will paint a picture with an escaping balloon.
The student will pretend an animal has found the balloon.
Let each child describe what the animal did with the balloon.

3. The class will release helium balloons on the playground. The students will describe who they think will find their balloons.

B. Other Modes

1. Evaluation - Decide why the balloon followed the boy in the film, The Red Balloon.

2. Narration - Write a poem about where the students would go if they could fly.

- Sharon McKinney

ACTIVITY FOR LITERARY AIM - EVALUATION

I. Objective

Using a familiar folktale, the students will develop an orginal version that evaluates characters' actions and words.

II. Materials:

A. Teacher

1. Folktale books, records, films, and filmstrips.
2. Flannelboard and flannelboard figures.
3. Chalkboard and experience chart tablet.

B. Student

1. Writing paper, pencils, crayons, scissors, and glue.
2. Paper sacks and tongue depressors for puppets.

III. Procedures

A. Pre-writing/Planning/Motivational Activities

1. Read aloud the 1984 Caldecott Honor Book Little Red Riding Hood by Trina Schart Hyman.
2. Listen to Little Green Riding Hood by Gianni Podari recorded by Clifton Fadiman and Judi Shemy for Cricket Magazine.
3. Elicit an oral retelling by the students using a flannelboard and story figures.

B. Writing

1. The students will "brainstorm" as the teacher records versions in which Little Red Riding Hood does not reveal the contents of the basket or her destination.
2. The students will choose one version for the class story.

C. Editing/Revising/Rewriting

1. The students will edit to determine a final composition.
2. The students will copy and illustrate the final version.

IV. Evaluation

Determine whether a new story has been created and examine the characters' actions and words.

V. Extension Activities

A. Expand to include other modes

1. Narrative: Individual students will write original versions of the folktale.

2. Evaluative: Students will compose the lyrics of a ballad detailing rules for a child walking alone.
3. Classificative: Students will write a poem comparing the Wolf-Grandmother to the Real-Grandmother.
4. Descriptive: Students will develop simple word cinquains for the story characters.

B. Expand to include other aims

1. Expressive: Students will write a journal entry that tells about an actual visit to a grandparent.
2. Persuasive: Students will write a letter to the San Antonio Zoo to convince the director to add "the Wolf" to their menagerie.
3. Informative: Students will write an article that details how to make the puppets and stage for a presentation of "Little Red Riding Hood."

C. Spinoffs

1. Use creative dramatics to re-enact the class version of the folktale.
2. Let students use puppets to present individual story versions.
3. Create a class mural in panels to illustrate the story narrative. Label each panel with a descriptive sentence.
4. Bind each student's original story version with original illustrations.

- Ellin D. McShea

ACTIVITY FOR LITERARY AIM-EVALUATION

I. Objectives

The students will predict, in journal form, some good deeds that Johnny Appleseed would do if he lived in Austin today.

II. Materials

A. Teacher will provide: apples (1/4 apple per student), tongue depressors, paper plates, construction paper (black, blue, red, brown), chart tablet, checklist for editing, filmstrip or book about Johnny Appleseed, sample stick puppet of Johnny Appleseed.

B. Students will provide: paper, pencil, scissors, glue, crayons.

III. Procedure

A. Prewriting/Planning/Motivational Activities

DAY 1

1. Share some apples with the class.
2. Review facts students know about apples.
3. Ask class if apples remind them of a particular folktale hero.
4. As students share what they know about Johnny Appleseed, the teacher writes their ideas on a chart tablet.
5. Tell students they will be watching a filmstrip about Johnny Appleseed. (A book could be read about Johnny Appleseed in place of the filmstrip.)

DAY 2

1. Review the book or filmstrip shared with the class the previous day.
2. Add to the chart any additional facts the students learned about Johnny Appleseed.
3. Tell the class that they will be making a stick puppet of Johnny Appleseed.
4. Brainstorm about what their puppet will look like. Discuss what he wore on his head, his hair and eye coloring, whether or not he had freckles, and what symbol they associate with him.
5. Pass out art supplies and allow time for the students to create their puppet. If necessary, show an example.

B. Writing

DAY 3

1. Review the components of a journal.

2. Discuss Johnny Appleseed's character traits. Refer to the chart for examples; add to the chart as necessary.
3. Brainstorm ideas about deeds Johnny might do if he lived in Austin today.
4. Using a journal format, students will write good deeds Johnny Appleseed would do if he lived in Austin today.

C. Editing/Revising/Rewriting

DAY 4

1. Work with children in a small group (7-8). As students look over their stories, read aloud the items on the checklist. Children should try to note any errors or omissions and correct them.
2. Pair children with a buddy and have them read their story aloud to each other.
3. Allow student time to rewrite his/her draft, making any corrections.

IV. Evaluation

DAY 5

A. Children will use their puppet while reading their story to the class (or a small group.) Some children might prefer to record their story on a cassette tape and have it played aloud.

B. Display children's puppets and stories on an apple tree bulletin board.

V. Extension Activities

A. Expand to include other modes

1. Narration
   a. Write an interview with Johnny Appleseed, or some other folktale hero.
   b. Create your own folktale hero. Dramatize his adventures.
2. Description
   a. Write a riddle describing Johnny Appleseed or some other folktale hero.
   b. Compose a song or ballad to your favorite folktale hero.
3. Classification
   a. Compare and contrast the characteristics of a folktale hero to a TV hero.

b. Make up a cartoon strip showing how folktale heroes are alike/different.

4. Evaluation

Decide which folktale hero you would like for a friend. Write a poem to tell why your hero would be a good friend.

B. Expand to include other aims

1. Informative

Write a newspaper account retelling a folktale hero's adventure.

2. Persuasive

Write a letter to your teacher telling why you think she should teech a unit about Paul Bunyan.

3. Expressive

Paint a mural and write a story depicting the adventures of your favorite folktale hero. Write a story to go with it.

- Kathleen Stegall

ACTIVITY FOR LITERARY AIM--CLASSIFICATION

I. Objective

The student will write a parallel poem (see example below) using antonym pairs.

II. Materials

A. Teacher

1. Unlined white paper
2. Contrasting colored construction paper

B. Student

1. Paper and pencil
2. Scissors
3. Markers

III. Procedures

A. Pre-writing /Planning/Motivational Activities

The teacher will brainstorm with the students for antonyms, and make a word bank of the antonym pairs on the board. He/she will provide a model for the class by taking a pair of antonyms and using them in the lines--

I used to be_____, but now I am
(a)_____.

or

I seem to be_____, but I'm really
(a)_____.

EXAMPLE: I used to be a scaredy-cat, but
now I'm very brave.
I'd hide from all the kids in
town,
but now I face them down.

B. Writing

Provide group practice. Students will then try some poems on their own. Encourage them to choose a pair of antonyms as a starting point. Help them realize that if they have trouble with one pair, it's all right to try another.

C. Editing/Revising/Rewriting

1. Editing

In groups of two or three, have children read poems to each other and

peer edit. Caution against being alligators (persons who eat one alive with criticism.)

2. Revising
3. Rewriting

After peer editing have children write the final draft on the unlined white paper. They then make a positive and negative cutout design and paste their poem in the center.

4. Publish the work by displaying on the bulletin board.

D. Evaluation

The teacher will want to be sure that the child has used a series of antonyms or opposite situations in his poem. If there is time, the teacher should conference with the child to see if he is pleased with this work. Discuss the good points brought out by the child. Look especially for the aesthetic appeal of the word combinations in the piece.

IV. Extension Activities

A. Spin-off from the lesson

1. Draw pictures to describe the opposite characteristics expressed in the poems.
2. Write parallel poems using similes.

"_____is like_____"

3. Write parallel poems comparing persons in the room to something (metaphors.)

"Robert is like a pretzel, a salty boy
Elaine is princess pretty....."

B. Expand to include other modes

1. Narrative

Write a story in reverse using antonum pairs.

2. Descriptive

Dramatize the behavior of the person in the poem using both antonyms.

C. Expand to include other aims

1. Persuasive

Tell the principal why he should not be upset with the behavior of one of the opposites in the poem even though the behavior is not allowed in school.

2. Informative

Give directions for making an upside down item, e.g. a house the

roof on the ground, an upside-down cake.

3. Expressive

Explain how one of the ways described in the poem is a better way to be.

- Janice Lindstrom

ACTIVITY FOR LITERARY AIM--DESCRIPTION

I. Objective

The student will compose a free verse or rhyming verse poem describing an individual's thoughts.

II. Materials

A. Teacher materials

1. The poem "Still Here" from Galaxies, Houghton Mifflin
2. Mirrors
3. Overhead
4. Comic strip transparency and famous painting transparencies
5. Unlined white paper
6. Construction paper
7. "Fabulous Face" box

B. Student materials

1. Faces cut from magazines
2. Paper/pencil
3. Glue

III. Procedures

A. Prewriting/Planning/Motivational Activities

1. Day one

a. Ask children to bring a picture of an interesting face, cut from a magazine. Put these in a box labelled "Fabulous Faces."

b. Discuss what faces show about a person (personality, age, feelings, etc.) Include in the discussion topics such as wrinkles, laugh lines, beards, and the differences between a friendly face an an unfriendly one.

c. Use mirrors to practice different facial expressions.

d. Role play to show emotions (anger, love, fear, etc.) using facial expressions. Children will guess emotions and describe what thoughts might accompany them.

2. Day two

a. Use comic strips to discuss the use of thought bubbles.

b. Using transparencies, the class will interpret thoughts of subjects from famous paintings (Mona Lisa, Normal Rockwell paintings, etc.)

3. Day three

a. Read poem "Still Here" by Langston Hughes, Galaxies, p. 226, and

discuss accompanying picture.

STILL HERE

I've been scarred and battered
My hopes the wind done scattered
Snow has friz me, sun has baked me.
    Looks like between 'em
    They done tried to make me
Stop laughin', stop lovin', stop livin'--
    But I don't care!
    I'm still here!

b. Discuss the meaning of the poem. Include in the discussion the serious intent of the author. Discuss the use of "picture words" and dialect.

c. Read examples of student poems from previous years.

B. Writing (continue day three)

1. Review various rhyming patterns (abab, aabb).
2. Review free verse.
3. Discuss use of adjectives to show, rather than tell about the subject.
4. Discuss descriptive verbs and adverbs to heighten the subject's action.
5. Use magazine pictures selected from the Fabulous Face box to describe the thoughts of the character in free verse or rhyming verse.

C. Editing/Revising/Rewriting (Day four)

1. Using groups of three, edit papers; check for rhythm.
2. Rewrite on unlined white paper.
3. Cut poem in thought bubble shape and glue it and the picture on the construction paper.

IV. Evaluation

A. The teacher will use the following criteria as the evaluative instrument:

1. Did the student use proper poetic form?
2. Did the poem have a good rhythm?
3. Did the use of adjectives, verbs, and adverbs paint a characterization of the face?

B. Conference with each child.

V Extension Activities

A. Expand to include other modes

1. Narration -- Write a short story about a world where the characters

only communicate by thought waves.

2. Classification -- Rewrite Little Red Riding Hood or any other good/bad story so that the villainous looking character has good thoughts and behaviour and the innocent characters are villainous in thought and deed.
3. Evaluation -- Draw a cartoon picture where the characters say one thing but think another.

B. Expand to include other aims

1. Espressive -- Write a journal entry telling about your thoughts on the first day of school.
2. Persuasive --Write a story persuading Mr. Sad Face to become Mr. Happy Face.
3. Informative--Write a newspaper article that reveals Madonna's thoughts just before she appears on stage.

C. Spinoffs

1. Make a bulletin board of poems.
2. Using the same picture, write a story about an event leading up to the character's thoughts.
3. Allow children to peer into a "peep box" with a mirror behind the peep hole. Tell them they will describe the most important person in the world.

- Nancy Sawyer

ACTIVITY FOR LITERARY AIM--NARRATION

I. Objective

The student will write a story about the first day's adventures in the life of a tennis shoe purchased by a famous entertainment or sports figure. Students will include in chronological order the day's events from the time of purchese until the shoe is taken off at night. The story will be written in first person from the tennis shoe's point of view.

II Materials

A. Teacher - Pictures from newspapers, magazines, and catalogs of a variety of tennis shoes. Students and teacher will bring these over a period of several days prior to first day of the prewriting activity and deposit them in a box labelled "Terrific Tennis Shoes."

B. Student - paper/pencil, markers, crayons, scissors, and glue.

III Procedures

A. Prewriting/Planning/Motivational Activities

Day one - Students will select a picture from the "Terrific Tennis Shoes" box and discuss the famous owner, the travels, and adventures of each shoe.

Day two - Students will design, color, and cut out a tennis shoe they would like to own. These may be shared.

B. Writing

Day three - Students will write a short story about the first day's adventures in the life of a tennis shoe purchased by a well-known sports or entertainment personality. Pupils must include the day's events from the time of purchase until the shoe is taken off at night. Students will use a variety of specific verbs, adjectives, and transition words.

C. Editing/Revising/Rewriting - Day four

1. Students will re-read their own story and self-edit.
2. Students will meet in small groups to share their stories and correct errors.
3. Students will rewrite their stories and submit them.

IV Evaluation

A. Check on the writer's use of a variety of specific verbs, adjectives, and transition words. Make certain the story is in a sensible order.

B. Publish a booklet of "Terrific Tennis Shoe" stories.

Place this in the library or share with another class.

C. Publish the booklet and allow pupils to check it out to take home and share with their parents.

D. Share the stories orally with a younger class.

V. Extension Activities (Optional)

A. Spin-offs

1. Write a story about the adventures of a pet turtle owned by a famous person.
2. Write a story about different types of shoes such as ballet, tap, work, dressy, etc., owned by people in other countries.
3. Make up riddles about a famous person and let peers guess the tennis shoe's owner.

B. Expand to include other modes

1. Evaluation - Compose a poem telling the advantages of a tennis shoe belonging to a kind owner.
2. Classification - Create a story comparing/contrasting the events in the life of a tennis shoe whose owner lives in a different country.
3. Description - Develop a limerick describing a tennis shoe.

- Joan Hickman

ACTIVITY FOR LITERARY AIM--NARRATION

I. Objective

The students will pretend they have been a "catestant" in the Ms. Cat-America Beauty Pageant. The students will write a short story about how they felt during and after their participation in this experience.

II. Materials

A. Teacher Materials

1. Taped telecast segment of a beauty pageant.
2. Cat pictures from books, old calendars, greeting cards, and magazines.
3. Newspaper and magazine accounts of various beauty contests.

B. Student Materials

1. Paper
2. Pencil

III. Procedures

A. Prewriting/Planning/Motivational Activities

Day one

The teacher will show a taped telecast segment of a beauty pageant. Afterward, the teacher will lead a discussion in which students will discuss the participants, their qualities, and what the show entailed.

Day two

To arouse interest in feline beauty, the teacher will display cat pictures throughout the room. Cat books and magazines should be available for browsing. The class's attention is directed to the pictures and students will discuss qualities of various cats.

B. Writing

Day three

Tell the students to write about the feelings they experienced throughout an important event of their life. Let the students know their writing task will be narration. Remind students their story should have chronological order. Students should be encouraged to use key transitional words like then, therefore, next, first, second, and later. These words are important in detailing the sequence of the events. Tell the students to pretend they were a "catestant" in the Ms. Cat-America Beauty Pageant. They should write a short story about how they felt during and after their participation in this prestigious event.

C. Editing/Revising/Rewriting

1. Ask the students if they used transitional words, and if they followed chronological order in their short stories.
2. Allow time for the students to add additional information, to re-read, and self-edit.
3. In small groups, or pairs, have the students share their stories and peer edit.
4. Write and submit the final draft to the teacher.

IV. Evaluation

The main concern is to see if the short story contains the basic features for narrative writing: actions, events, cause/effect, and chronological order. Look for the use of key transitional words. Overall the writing should create an aesthetic reaction to the language itself, since the writing is in the literary aim.

V. Extension Activities

A. Spin-off from the lesson:

1. Write letters to the Glamour Kitty Litter Company requesting information and pictures on this annual event held at the Fontainebleu Hotel in Miami Beach, Florida.
2. Ask your local PTA to sponsor a cat show awarding prizes to winners.

B. Expand to include other modes, such as:

1. Description - Write an acrostic to describe one of the participants in the Ms. Cat-America Contest. Use the word "catestant" for the beginning letters.
2. Evaluation - Define beauty and express the definition in poetic form.
3. Classification - Write a fairy tale to compare your main characters: an ugly cat to a glamorous one.

C. Expand to include other aims, such as:

1. Expressive -Ask the students to compose a poem about their own inner beauty.
2. Persuasive - The beauty pageant officials have asked the participants to write a letter to the judges, explaining why they should be selected Ms. Cat-America.

3. Informative - Pretend to be a newspaper reporter assigned to cover the story of the Ms. Cat-America Pageant. Write the news story of this event.

- Jeanne Black

GRADES 7 - 12

ACTIVITY FOR LITERARY AIM - DESCRIPTION

Growing Old: A Look into Lifestyles of the Elderly

I. Objective: Students will write a descriptive short story or poem describing thoughts and activities found in a day in the life of an elderly person.

II. Materials

A. Paper and pen

Colored construction paper

Magazines

Scissors and glue

Manila envelopes

B. Depending on pre-writing activity chosen:

1. Slide show: screen, tape player with sync., projector
2. Field trip: transportation, available retirement home
3. VHS mini-movie: television, VHS cassette player, movie tape

III. Procedures

A. Description: Students, especially at the secondary level, often need to remove themselves from their youth-centered world to interact and realize details of other generations' daily lives. The experiences of the elderly are often stereotyped and put aside by young people. This writing assignment is intended to expose young people to some of the errors of their stereotyping, and encourage a new perspective on aging while developing vivid descriptive writing.

B. Day one: Prewriting/Motivational Activities

1. A slide show on growing older set to the Dan Fogelberg song, "Windows and Walls."
2. A field trip to a local retirement home for an afternoon of visitation and perhaps short student skits and presentations.
3. Television mini-movie "Peege" shown on VHS cassette player.
4. Class discussions following the reading of a short story involving aging or elderly people. Possibilities:

"Dr. Heidegger's Experiment," "A Rose for Emily," "The Jilting of Granny Weatheral."

5. The movie On Golden Pond

C. Day Two: Writing

1. Students cut descriptive pictures and words from magazines that they

might use to make a collage illustrating a story or poem about growing old. Keep clippings in a folder until later in the assignment. (20 min.)

2. Students will list ten characteristics (personality and/or physical) describing the elderly people in their stories or poems (25 minutes for 2 and 3).
3. Students will also list a minimum of ten factors of the setting or the character's actions that appeal to the reader's senses. Be sure that at least four of the five senses are used (sight, sound, smell, taste, touch.)
4. Begin writing rough draft (10 minutes.)

D. Day Three: Editing, Revising, Rewriting

1. Complete rough draft (25 minutes.)
2. Self-edit by circling words describing the character (check for variety and exactness.) Highlight words that appeal to readers' senses (check for vivid adjectives and active verbs.) (10 minutes)
3. Peer-edit with groups of three, primarily for understanding, vividness, and mechanics. Each editor must sign the rough draft and list the strongest image and weakest image of the story or poem as well as any other positive suggestions (20 minutes.)
4. Students will write final copy and do final proofreading for mechanics as homework. Due tomorrow.

E. Day four: Presentation

1. Students will glue together cover collage illustrating their descriptive story or poem (25 minutes.)
2. Allow students to read aloud as many stories and poems as possible. Display final copies on classroom bulletin board.

IV. Evaluation

A. Process Grade	Point Value
1. List of ten characteristics	10
2. List of ten sensory appeals	10
3. Proper self-editing evident	30
4. Peer-editing done on rough draft	15
5. Peer-editing done on two other papers	15
6. Cover collage (appropriateness and neatness)	20
	100

V. Extension exercises

A. Spinoffs from the lesson:

1. Guest speakers over age 65 describing their lifestyles
2. "Adopt a Grandparent" program
3. A study of another generation (perhaps middle age) through interviews and such.

B. Using other Aims and Modes

1. Write a paper predicting what you will be like as an elderly person (expressive aim.)
2. Write an editorial defending the value of the elderly in modern society (persuasive aim.)
3. Discuss three similarities in a teenager's lifestyle and that of an elderly person (classification mode.)

- Craig Russell

ACTIVITY FOR LITERARY AIM - NARRATION

The Gnu Zoo Revue

I. Objective: Students will write a fictional narrative based on a character they have created.

II. Materials

A. Pictures of animals

B. Glue sticks

C. Constuction paper

D. Writing paper

E. Pen or pencil

F. A sense of fun

III. Procedure

A. Prewriting/Planning/Motivation

Have students collect pictures of animals which can be cut up. (Possible sources are magazines, pet food lables, cartoon books.) Each student should collect at least 3 different animals.

1. Demonstrate making an imaginary animal such as a "hippograph" or an "elephanteater" by cutting and gluing parts of the respective animals together.
2. Students complete their own animals.
3. Students list characteristics of their special animal, e.g. a hippograph wallows in the mud so it can eat swamp plants from a cool space while it is camouflaged as a swamp plant.
4. Students participate in a class discussion visualizing a day in the life of their creature. Help students visualize by asking the following questions.
   a. What does the animal eat?
   b. Where does it live?
   c. Who or what is it afraid of? Why?
   d. What beneficial things does it do?
   e. What is the name of your animal?

B. Writing

Have students write a story describing a typical day in the life of their animal. Ask them to include answers to the previous questions in their narrative.

C. Editing/Revising/Rewriting

Have students form into groups of 5 or 6. (Groups could be chosen on the basis of a common characteristic, e.g. what climate their creatures live in.)

1. Let them read and polish their stories with the help of others in the group. (They may want to write a group story utilizing all of the "characters." Be sure to have each student copy the final story.)
2. Have the students form one group and exchange stories with another group for final suggestions.
3. Have each group of students prepare an overhead transparency of their written story.

IV. Evaluation

A. Have the students read final story to class and display their animals. Following each presentation, discuss whether or not the story is indeed narrative.

B. If a number grade is required I would suggest assigning a point value to each step of the process so that students can determine the area of the writing process that they need to improve upon.

V. Extension

A. Description

Have students write an acrostic describing their creatures physically and emotionally.

B. Evaluation

Have students dramatize an exchange between two somewhat similar animals discussing the pros and cons of moving to a new environment.

C. Classification

Have students categorize their animals into a new animal kingdom by writing a song (or verses.)

- Mary Macina

ACTIVITY FOR LITERARY AIM - NARRATION

The Pilgrim Project

I. Objective

Students will create a fictional journal narrating a young Pilgrim's voyage on the Mayflower to the New World.

II. Materials

A. Several reference books on topics relating to the Pilgrims, the Mayflower, the first settlements, etc.

B. A copy of The Pilgrim's Journal and other sample journals. (The journal is available from Curriculum Associates, Inc., 5 Esquire Rd., North Billerica, MA, 01862)

C. Unlined paper for illustrations.

D. Construction paper for journal covers.

E. Films or filmstrips on appropriate subjects.

III. Procedure

A. Prewriting/Planning/Motivation

1. Hand out project assignment sheet stating requirements and due dates. (This unit takes approximately ten class periods.)

2. Watch a history film dealing with the Pilgrims or related topics.

3. Watch a geographical film about the lands the Pilgrims were leaving (England and Holland) and the world they were coming to (the Cape Cod area around 1620.)

4. Take students outside and conduct a scavenger hunt for things found in the wild the Pilgrims might have used. Come back and brainstorm ideas.

5. Read several entries from the original Pilgrim journal describing the people on board. Brainstorm ideas for developing an appropriate character who would write the journal.

6. Study the dimensions and limitations of the Mayflower. Have students roleplay situations that might have occured during boarding, crossing, landing, etc.

7. Allow one to two library days for students to research and find at least six facts to include in their journal.

B. Writing

1. Discuss the project again. Review possible topics to cover in the

journal. Remind students that, although they will be writing in first person, they are to create a character to write the journal.

2. Conduct individual student conferences to discuss the created journal narrator while other students are writing.
3. Allow time for researching, writing, and illustrating the journal.

C. Editing, Revising, Rewriting

1. Require a rough draft of the journal to be due approximately one week before the final copy.
2. As a whole group activity, edit a sample journal entry as an example for peer editing activities which follow.
3. Have students exchange journals and edit at least two other journals.
4. Allow time for individual student-teacher conferences, discussing final revisions before beginning the finished journal.
5. Allow rewriting time. Be available for conferences.

IV. Evaluation

A. Each peer editor will fill out a rough draft evaluation sheet on the journals he/she edits.

B. Each student will fill out a project self-evaluation sheet.

C. Each student will read a favorite entry and show one illustration as an oral report.

D. The teacher will grade the final journals.

V. Extension/Spinoffs

A. Pretend you are a young Pilgrim living in the new world. Write a letter to a friend persuading him/her to come to the new world.

B. Pretend you are the King of England. Write a decree evaluating why the decision to expel the Pilgrims was justified.

C. Write a ballad describing the Mayflower.

- Linda Miller

ACTIVITY FOR LITERARY AIM-EVALUATION

Critical Evaluation of Setting

I. Objective

Students will evaluate how setting conveys the writer's values.

II. Materials

Short story "All Gold Canyon" by Jack London, note paper and pen.

III. Procedure

A. Prewriting

1. Students will read "All Gold Canyon" prior to class.
2. Students will randomly call out specific words used to describe the scene in the first four pages of the story.
3. As students call out words the teacher will write them on chalkboard or overhead.
4. Using the words students will make a chart divided into two columns. One column is entitled "setting details" and the other column is entitled "significance."

B. Writing

Using the details from their charts, the students will make general statements. For example, students may contrast the peaceful setting of nature before a human enters the scene with the destructive and chaotic events that take place after the human intervention. Student may now evaluate the author's ideas.

C. Editing, Revising, Rewriting

1. Students will use the writing exercise as the first draft.
2. Using peer editing strategies, students will edit each others' papers.
3. During peer editing activities the teacher will conference with groups.
4. Teacher will then allow time for individual revisions.

IV. Evaluation

1. Students will evaluate each others' charts.
2. Students will evaluate the paper she/he edited.
3. Students will self-evaluate.
4. Teacher will include these three considerations to evaluate the final copy.

V. Extension/Spinoffs

1. Students will evaluate the lyrics of popular music.
2. Students will evaluate T.V. advertisements.

- Gary Smith

ACTIVITY FOR LITERARY AIM - CLASSIFICATION

The Genesis Project

I. Objective

The students will create a new set of life forms, classify them as to types and illustrate them, finally composing a story about this "fantasy" environment.

II. Materials

A. Art paper, pencil, art supplies

B. Pictures of plants and animals

C. Overhead projector, Vis-a-vis pens, and transparencies

III. Procedures

A. Pre-writing

1. Display for the class a picture of a common plant or animal. Using a transparency, show the students a method of adding or changing the features of the organism to make a different creature. Assign the creature a name and a new classification.

2. Establish with the class two new categories of living things which might replace the former designations of plants and animals. List the differences between the two groups.

3. To generate ideas, give each student his/her own picture of a living being. Have him/her transform the being into a new one, name it, and fit it into the appropriate category according to its features. At this time, students should be encouraged to illustrate three more "fantasy" creatures, complete with names and classifications.

B. Writing

The students will use these improvised organisms to form the setting for their story. The mutant planet should have a name, and the comparison and contrast of creatures should be used to illustrate the similarities and differences between them.

C. Editing/Revising/Rewriting

1. a. Self editing - Each student will read over his/her own story, checking for proper development, appropriate usage, specific detail, fluency, use of transition words, clear comparisons and contrasts, a strong introduction and conclusion, and mechanical errors.

b. Peer editing - The students will be divided into groups of three

or four. Group members will use the same criteria for self-editing to suggest any improvements needed.

2. Revising and Rewriting - The individual students will make use of the editing suggestions provided to revise the text of their composition and rewrite it in final draft form.

IV. Evaluation

The same criteria used for the editing of the story may be used to evaluate the strengths and weaknesses of it. If the teacher elects, he/she may grade the composition as a whole, or in designated categories such as creativity, fluency, mechanics, etc.

V. Extension/Spinoffs

A. In the narrative mode, have each student compose a story, focusing on a human trapped in this unfamiliar environment. The narrative should be sequential, and other life forms may be added if desired.

B. Using the descriptive mode, have students write a poem about their new world.

C. For the evaluative mode, ask students to determine the positive and negative qualities of living in a "different" world. Have them write a drama in which these views are expressed.

-Emily Hutchison

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